

# DATA-DRIVEN SCHOOL IMPROVEMENT: MAKING THE GRADE FOR STUDENTS EXPERIENCING HOMELESSNESS

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# WHICH STUDENTS ARE HOMELESS?

Students may be identified as homeless if they are living in any of the following situations –

1. In a shelter – domestic violence, emergency homeless shelter, transitional housing, etc.
2. Doubled-Up – living with friends or family members due to loss of housing related to a natural disaster (fire/flood), domestic violence, lack of affordable housing, job loss, or other financial crisis
3. Hotel or motel – because they cannot afford housing
4. Unsheltered – this includes living in a tent/RV, sleeping in a place not intended to be a home (barn, storage facility, etc) or living in substandard housing

# CONSOLIDATED STATE PERFORMANCE REPORT (CSPR)

- State and District Level Data that is reported to the USED annually
- EdFacts link and CSPR link
- Compare your district to similarly sized districts with similar demographics
  - Westeros v. Shannara v. Narnia
  - Do we have more or less homeless students?
  - Do our students score higher or lower on state tests?

# DISTRICT LEVEL DATA

Total Enrollment

Poverty Data – free/reduced lunch data, but also look at your community data

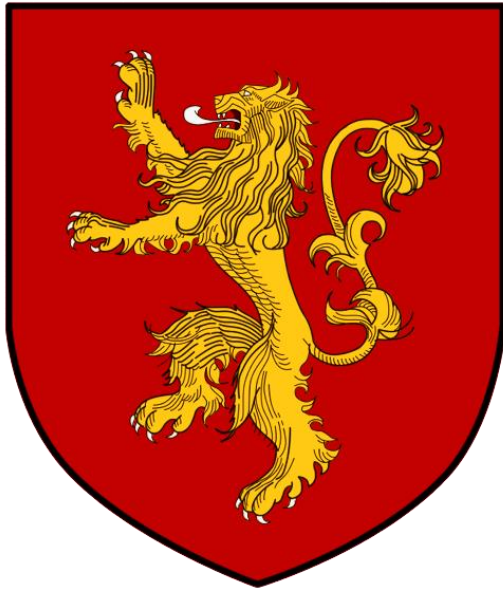
Estimated Homeless – 10% of children on free/reduced lunch

Actual Homeless count

Cohort graduation/dropout rates (new federal requirement under ESSA)

# COMPARE SCHOOLS

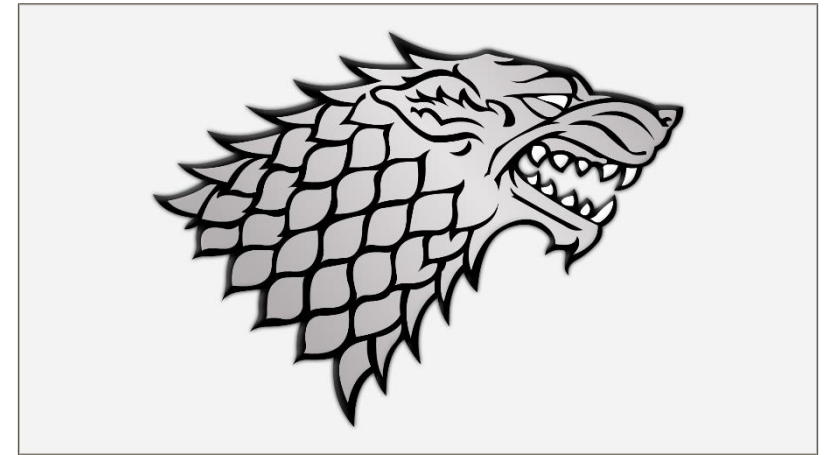
Feeder patterns are a good way to go  
Community characteristics



Casterly Rock HS



Dragonstone HS



Winterfell HS

# ELEMENTARY DATA

Westeros Public Schools	Public Enrollment	Public Low Income	Est. # Homeless	Homeless Enrollment
Branch Elementary	368	208	21	22
Mormont Elementary	269	269	27	33
Overton Elementary	362	362	36	28
Whitehill Elementary	305	305	31	47
Bole Elementary	391	260	26	28
Manderly Elementary	223	223	22	9
Cassel Elementary	374	182	18	11
Ashwood Elementary	411	207	21	11
Bywater Elementary	227	113	11	6
Pyle Elementary	347	84	8	6
Rosby Elementary	250	121	12	7
Chelsted Elementary	274	137	14	9
Massey Elementary	488	166	17	4
Buckwell Elementary	369	182	18	4
Rollingford Elementary	279	279	28	4
Banefort Elementary	439	62	6	0
Hawthorne Elementary	299	128	13	2
Moreland Elementary	258	166	16	4
Stackspear Elementary	401	186	19	4
Algood Elementary	441	55	6	0
Crakehall Elementary	341	112	11	3
Estren Elementary	379	107	11	2

# MS AND HS DATA

Karstark MS	519	354	35	34
Bolton MS	693	342	34	30
Baratheon MS	752	333	33	23
Wendwater MS	519	181	18	10
Lannisport MS	598	186	19	4
Westerling MS	752	128	13	4
Winterfell HS	1869	719	72	90
Dragonstone HS	1779	347	35	48
Casterly Rock HS	1569	474	48	32
<b>District Totals</b>	<b>16545</b>	<b>6978</b>	<b>699</b>	<b>519</b>

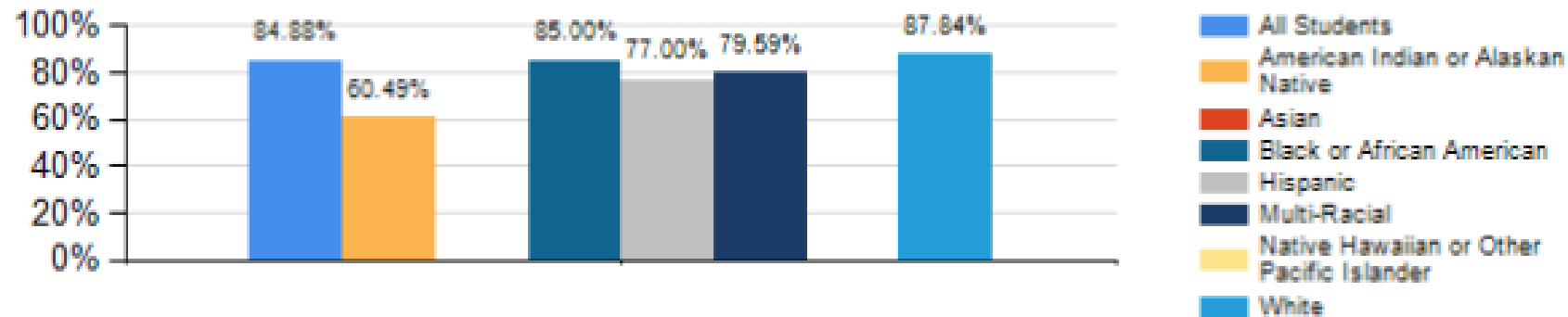
# DROP-OUT DATA - COHORT

		Dropouts By Grade						
	Graduates	9th	10th	11th	12th	Total	Continuing	Cohort Rate
<b>All Students</b>	<b>1100</b>	<b>10</b>	<b>46</b>	<b>69</b>	<b>38</b>	<b>163</b>	<b>33</b>	<b>84.88%</b>
<b>By Race/Ethnicity</b>								
American Indian or Alaskan Native	49	*	*	*	10	28	*	60.49%
Asian	*	*	*	*	*	*	*	*
Black or African American	17	*	*	*	*	*	*	85.00%
Hispanic	77	*	10	*	*	20	*	77.00%
Multi-Racial	39	*	*	*	*	*	*	79.59%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*
White	910	*	29	47	23	103	23	87.84%
<b>Special Education Students</b>	<b>121</b>	<b>*</b>	<b>11</b>	<b>20</b>	<b>*</b>	<b>45</b>	<b>10</b>	<b>68.75%</b>
<b>English Learner Students</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Economically Disadvantaged Students</b>	<b>384</b>	<b>10</b>	<b>33</b>	<b>49</b>	<b>27</b>	<b>119</b>	<b>23</b>	<b>73.00%</b>
<b>Homeless Students</b>	<b>70</b>	<b>*</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>37</b>	<b>*</b>	<b>61.40%</b>



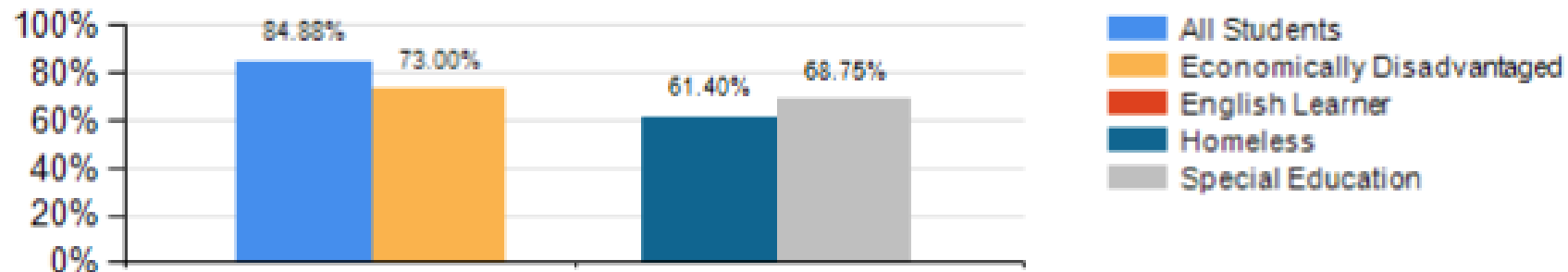
# GRADUATION RATE – COHORT

Cohort Graduation Rate, 2017-2018, By Race/Ethnicity



Four-Year Adjusted Cohort Graduation Rate

Cohort Graduation Rate, 2017-2018, By Student Group



Four-Year Adjusted Cohort Graduation Rate

# SCHOOL LEVEL TRENDS

## Demographics of homeless students

- Gender/Ethnicity
- Ages
- Unaccompanied Status
- IEP/504
- EL/Migrant
- OSS/ISS/Behavior Issues
- Absences/Tardies
- Mobility – in-district, out-of-district, # of moves in high school, # of total moves
- Maybe compare homeless – military – foster – migrant?

# FOCUS ON TEST SCORES

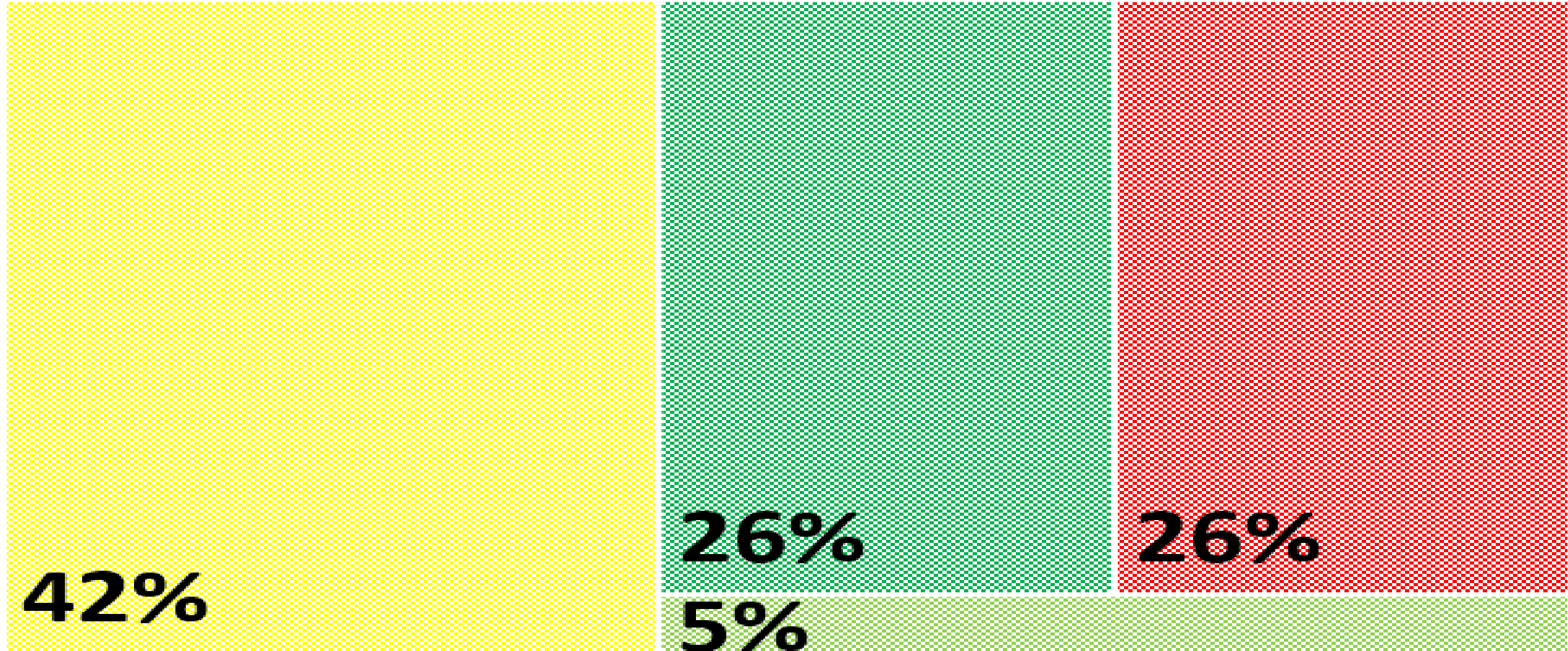
Are all homeless students accessing Title I services?

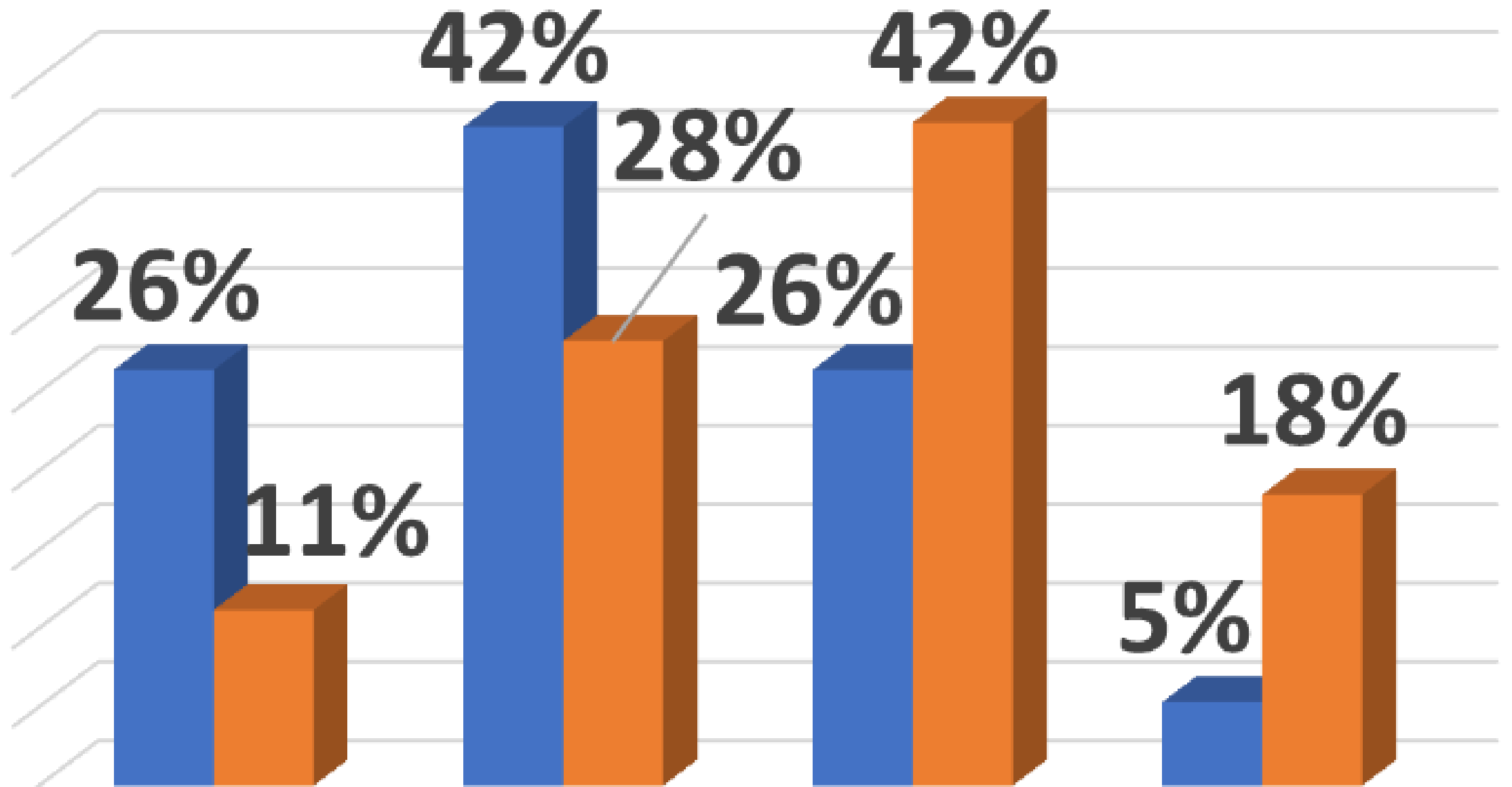
Gaps between homeless and low income kids

Our test is the ACT – do kids take the test seriously if they are not college bound?

Test scheduling – are we scheduling the test when families have run out of SNAP benefits – hungry kids don't test well

2017-2018 Science Assessment Homeless Students

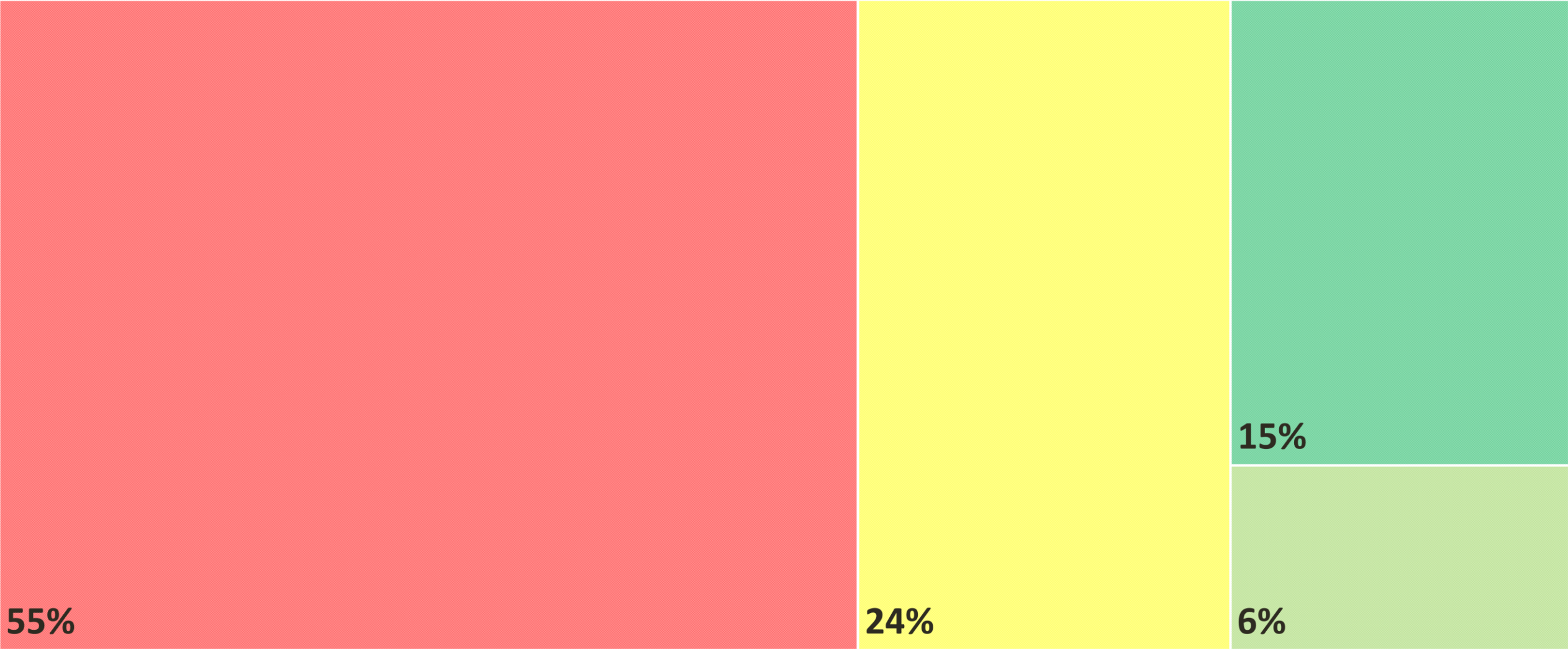


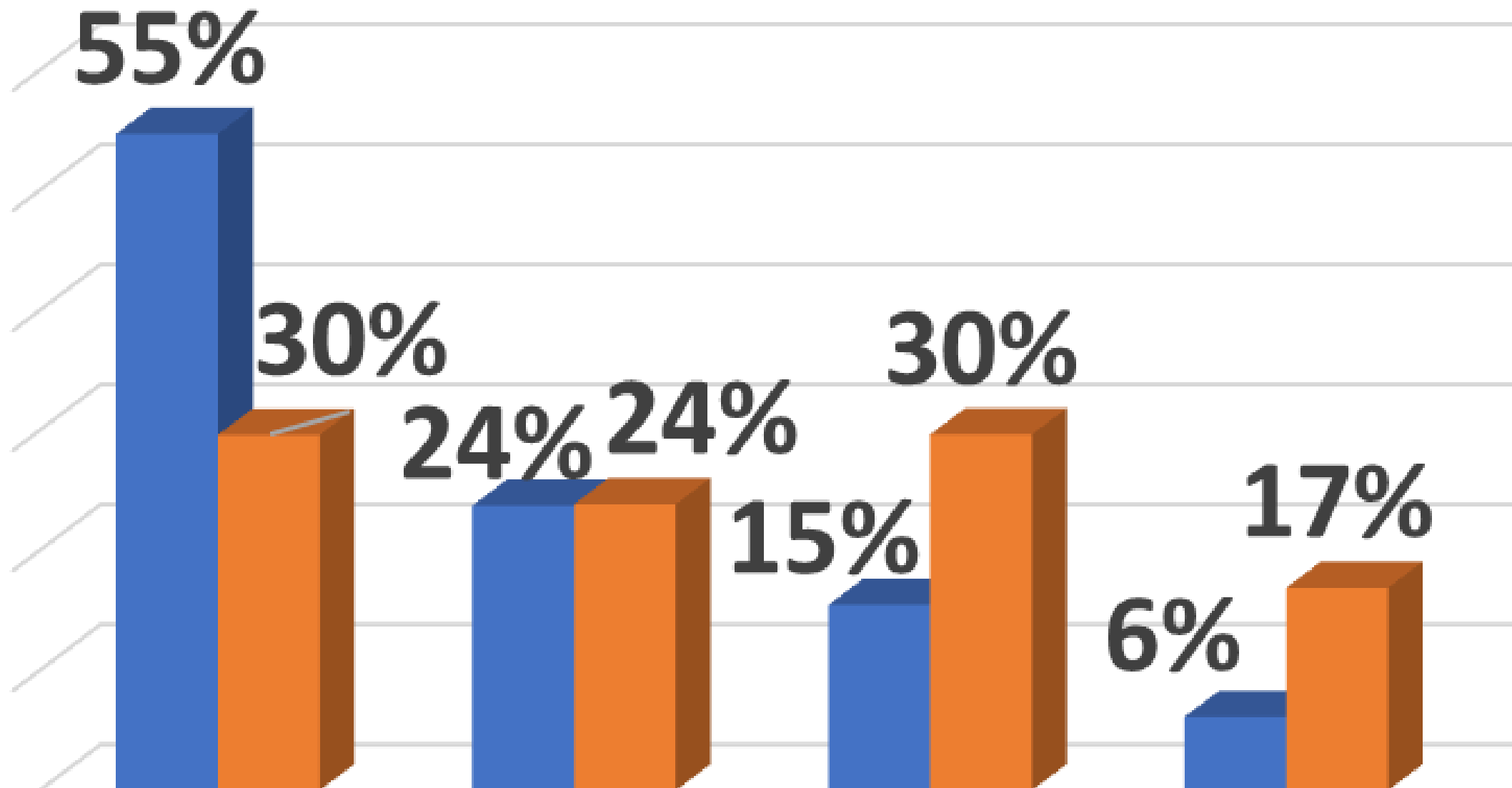


2017-2018 Science Assessment Homeless Students

■ Homeless ■ All

2017-2018 Reading/Language Arts Assessment Homeless Students





2017-2018 Reading Assessment Homeless Students

■ Homeless ■ All

## 2017-2018 Mathematics Assessment Homeless Students

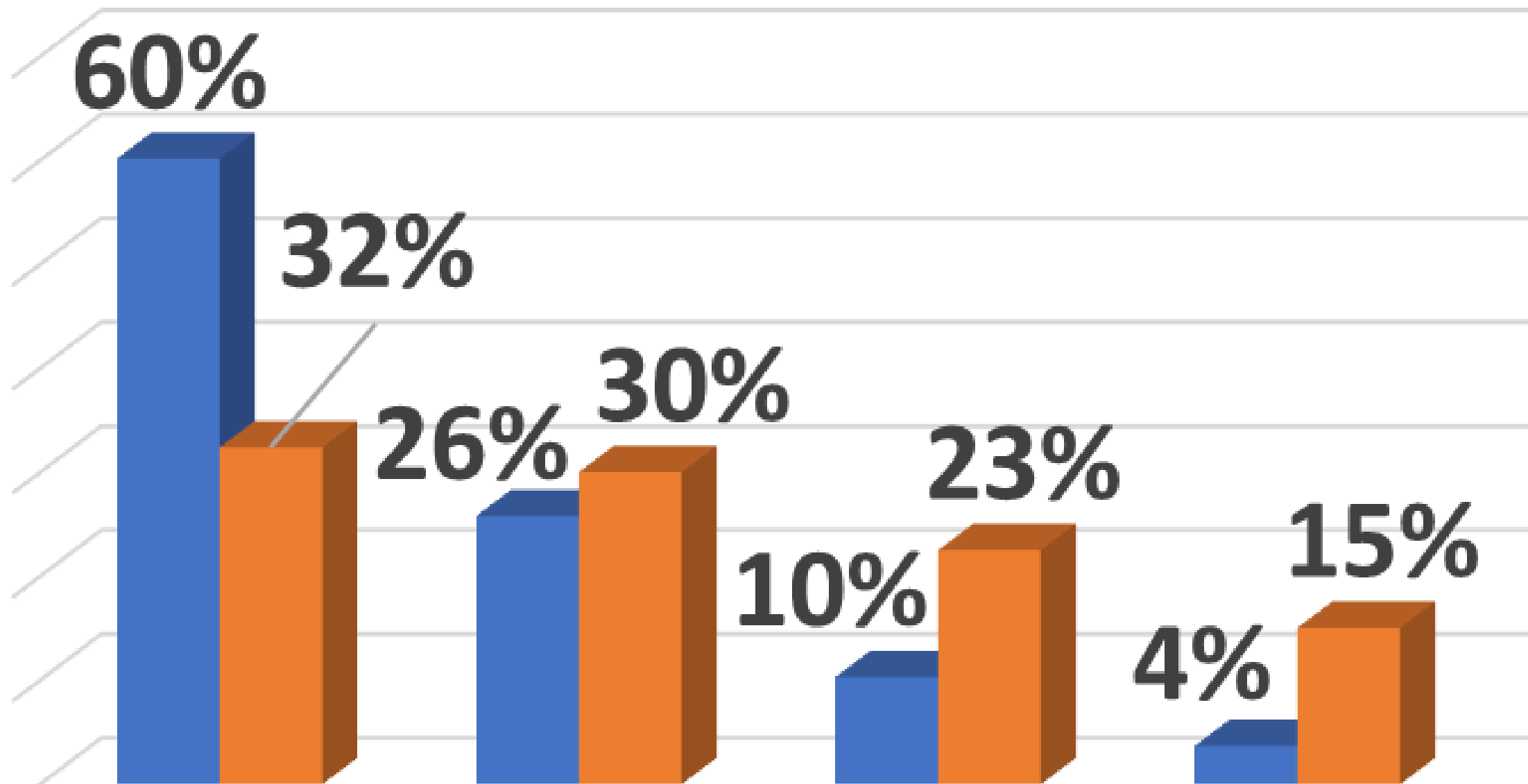
**60%**

**26%**

**10%**

**4%**





2017-2018 Mathematics Assessment Homeless Students

■ Homeless ■ All

# FOCUS ON GRADE LEVELS

Absences/tardies in elementary school – setting habits for a lifetime, can we intervene with family engagement strategies?

- Family engagement to help parents understand why attendance is important in the early grades

Transitions – from school to school and grade to grade

- Head Start/PK – kindergarten
- Elementary to middle
- Middle to HS
- HS to college/career

# FOCUS ON STAFF

## Track schedules of homeless students

- Do you see trends with attendance/tardies
  - Can we reschedule core classes?
  - Do we need to check on transportation?
  - Which period of the day are they missing?
- Look at teachers? Are homeless kids failing the same class/teacher?
  - Does the teacher need professional development or support?
  - Do students need access to computer labs, supplies, etc.?
- Classroom climate – are homeless students struggling because of other student personalities (bullying/harassment issues)
- Scheduling
  - Are we putting homeless kids in classes they can't pass?
  - Are they all failing classes that are required to graduate?

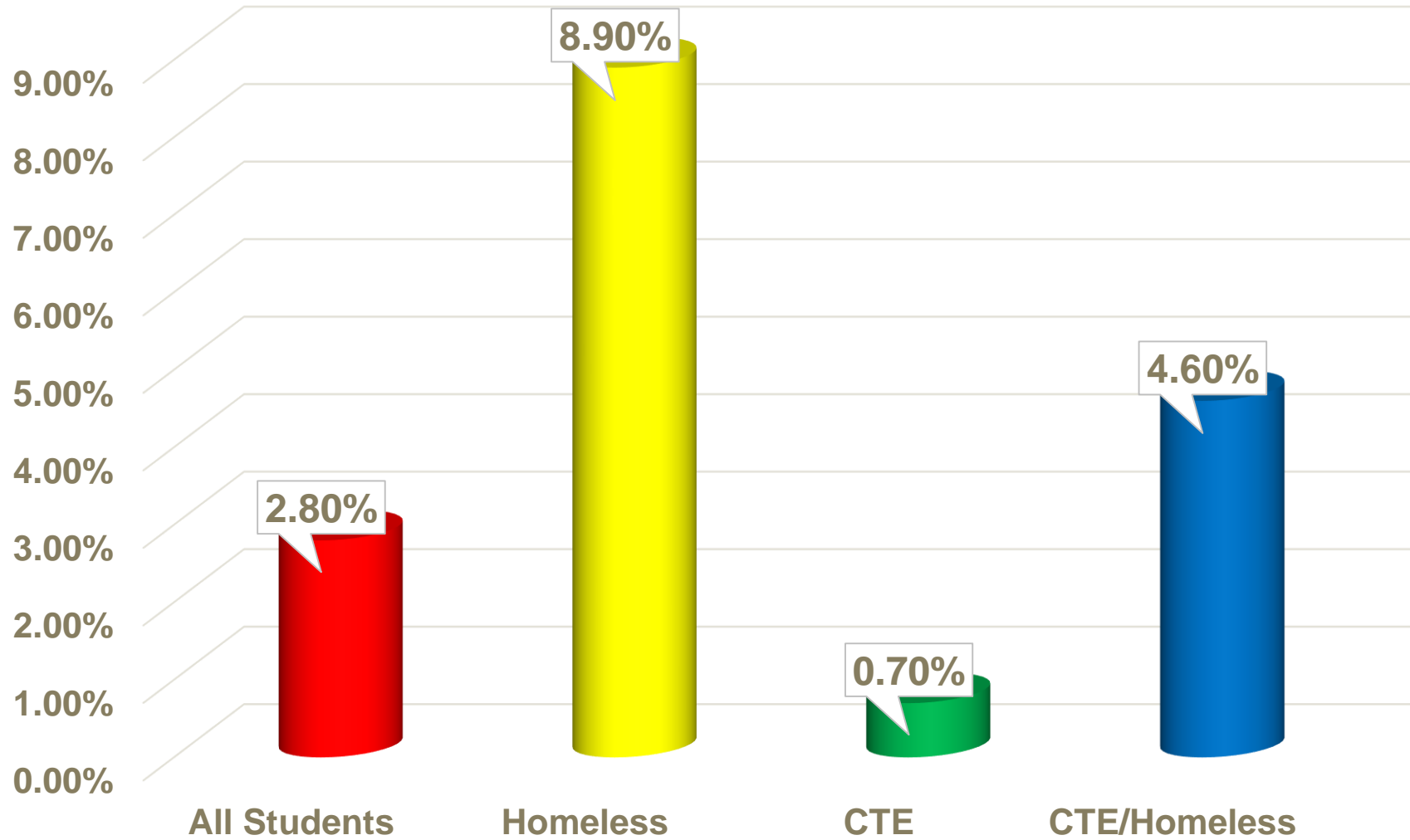
# TRACKING STUDENT'S PROGRESS

\* Asterisks indicate student does not meet requirement

Credit Type	09	10	11	12	Credit Status <span>?</span>			Overflow	Total
					ER	IP	PL		
+ English	1.0 / 1.0	1.0 / 1.0	1.0 / 1.0	0.0 / 1.0	2.0	1.0			*3.0 / 4.0
+ Fine Arts		2.0 / 0.0	0.5 / 1.0		2.0	0.5		-1.5	1.0 / 1.0
+ Math	1.0 / 1.0	1.0 / 1.0	1.0 / 1.0		2.0	1.0			3.0 / 3.0
+ Miscellaneous	1.5 / 0.0	1.0 / 0.0	1.0 / 4.0	0.0 / 4.0	2.5	1.0		3.0	*6.5 / 8.0
+ Physical Ed/Health	1.0 / 1.0	1.0 / 1.0			2.0				2.0 / 2.0
+ Science	1.0 / 1.0	1.0 / 1.0	1.0 / 0.0		2.0	1.0		-1.0	2.0 / 2.0
+ Social Studies	1.0 / 0.0		1.0 / 1.0	0.0 / 1.0	1.0	1.0			2.0 / 2.0
+ Vocational/Practical Arts	0.5 / 0.0		1.0 / 0.0	0.0 / 1.0	0.5	1.0		-0.5	1.0 / 1.0
<b>Total</b>	<b>7.0 / 4.0</b>	<b>7.0 / 4.0</b>	<b>6.5 / 8.0</b>	<b>0.0 / 7.0</b>	<b>14.0</b>	<b>6.5</b>			<b>*20.5 / 23.0</b>

Course Requirements	Progress
You must successfully complete a Government Course to Graduate	*0.0 / 0.5
+ You must successfully complete a US History Course to Graduate	1.0 / 1.0

# CTE AS AN INTERVENTION



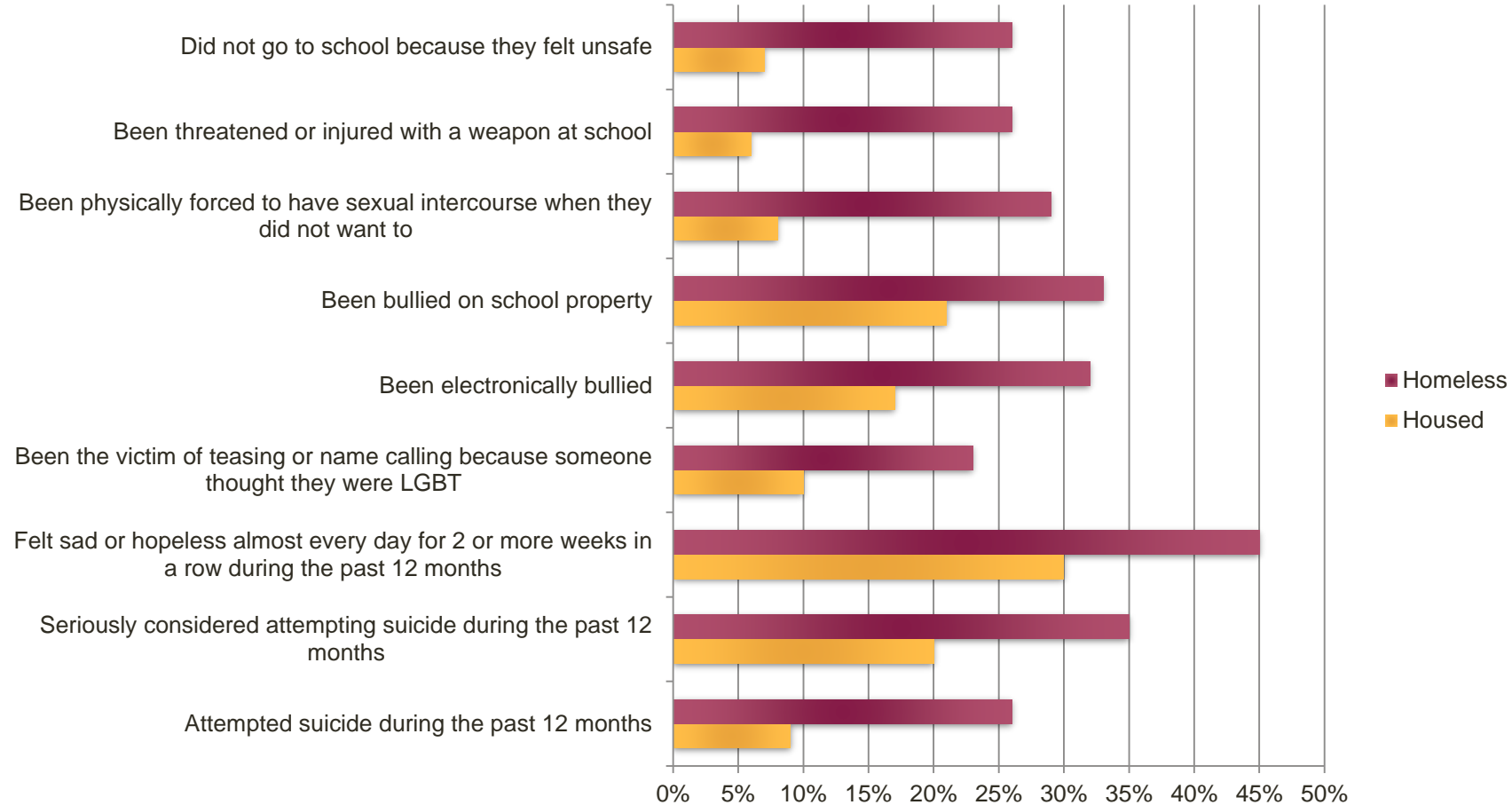
# YOUTH RISK BEHAVIOR SURVEY DATA

Statewide the reported rate of homelessness was almost 5%.

In some “urban” districts it was as high as 10% of all students who responded to the survey.

2017 Youth Risk Behavior Survey Special Report: Homelessness

# RISK FACTORS FOR MONTANA STUDENTS SELF-REPORTING AS HOMELESS



\*Data from the 2016-17 Youth Risk Behavior Survey (YRBS) for Montana

# RESOURCES

OPI's Homeless Education Page - <http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Homeless-Children-Youth>

National Center for Homeless Education – [www.nche.ed.gov](http://www.nche.ed.gov)

School House Connection – [www.schoolhouseconnection.org](http://www.schoolhouseconnection.org)

National Association for the Education of Homeless Children and Youth – [www.naehcy.org](http://www.naehcy.org)